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ABSTRACT

The 31 references cited in this resource list, intended for researchers, curriculum developers, and teachers, were selected to help make sense of the reading-writing connection and to help answer three questions: (1) What is the whole language approach? (2) Why should I teach reading and writing together? and (3) How can I teach reading and writing together? References date from 1980 to late 1987 and include a list of some journals in which current articles may be found. The types of materials annotated include books, journal articles, and monographs. (RS)

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The Reading-Writing Connection:

A Whole Language Approach

An Annotated Resource List

Until relatively recently, researchers, curriculum developers, and teachers have looked at reading and writing as two distinct processes, one receptive in nature, the other expressive. While they were seen as roughly parallel processes, no clear connections or crossovers were drawn, either at the theoretical or the classroom level.

But this perspective is changing. In reading, the emphasis is shifting from a "skills" approach with its concentration on word identification, to a psycholinguistic or "comprehension-centered" approach that emphasizes overall meaning and comprehension at all levels. Readers concentrate on understanding whole pieces of text and fitting the new information and concepts with what they already know. Writing, too, is changing—from a "product" orientation in which grammar, spelling, handwriting, and neatness have held paramount importance—to a "process" approach that makes meaning of primary importance for the writer. Through the process of revising or editing, writers can refine their thoughts, structure, and grammar over successive drafts. Both reading and writing become true, active language experiences.

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These changes in perspective have led more educators to view reading and writing not as parallel processes, but as interactive ones in which the influence of writing can be seen in one's reading achievement, and vice versa. In reviewing recent literacy research, Tierney and Leys (in Petersen, 1986) concluded that:

- selected reading experiences definitely contribute to writing performance; likewise, selected writing experiences contribute to reading performance;
- writers acquire certain values and behaviors from reading and readers acquire certain values from writing; and
- successful writers integrate reading into their writing experiences and successful readers integrate writing into their reading experience.

More far-reaching than any specific conclusion, though, is their argument that the processes can't be viewed separately because they are interwoven -- the writer reading, and the reader often writing. Reading and writing work together "as tools for information storage and retrieval, discovery and logical thought, communication and self-indulgence (Petersen, 1986)."

These changes in approaches to reading and writing challenge some old assumptions. One assumption is that for the reader, meaning exists on the page fully formed, and the task of the reader is merely to transcribe the print into words. There's a corresponding challenge to the notion that writing is merely the act of transcribing into print that which exists, fully formed, in the mind of the writer.

These old assumptions are being replaced by a "whole language," meaning-driven approach to literacy development in which writing and reading are seen as two sides of the same process -- the fundamental process or act of making meaning. The language user constructs meaning in the process of interacting with print, whether as a reader or a writer.

Why would a teacher connect reading and writing instruction? Because it makes sense, in the very best and broadest connotations of the term. Once making sense, or meaning, becomes the primary emphasis in a language program, it's very difficult to separate reading and writing into different programs. They merge into a whole language approach, one in which, through the richness and layering of the interactions, the "whole" becomes greater than the sum of its parts.

The references cited here were selected to help make sense of the reading-writing connection and to help answer these questions:

- **What is a "whole language" approach?**
- **Why should I teach reading and writing together?**
- **How can I teach reading and writing together?**

The reading-writing connection is a current topic about which more and more is written each day. This annotated resource list shares information about the resources available as of late 1987. In addition it lists some of the journals in which up-to-date articles can be found.

Contributors to this annotated resource list include

Catherine Harding
Nancy Drexler
Eileen Rosenbaum
Nancy Andrews
Carolee Matsumoto

Editor

Susan Loucks-Horsley

What is a "whole language" approach?

Bissex, Glenda L. *Gnys at Work: A Child Learns to Write and Read.* Cambridge: Harvard University Press, 1980.

The author documents her son's processes of learning to read and write from age five to age eleven.

Goodman, Kenneth. *What's Whole in Whole Language?* Portsmouth, NH: Heinemann, 1986.

Goodman describes the essence of the whole language movement, its basis, its features, and its future. The book presents a whole language perspective on literacy development, both reading and writing, provides criteria that parents and teachers can use in helping children to develop literacy, and suggests ways to build whole langauge programs.

Jaggar, Angela, and M. Trika Smith-Burke. *Observing the Language Learner.* Newark, DE and Urbana, IL: International Reading Association and National Council of Teachers of English, 1985.

This collection of essays about how children learn language and become literate grew out of the joint IRA/NCTE Committee on the Impact of Child Language Development Research on Curriculum and Instruction. The collection dramatizes the shift in focus by researchers of children's language development from investigation of form to investigation of process, from concern with linguistic systems to concern with the functions of language, as well as to systematic examination of the contexts in which language is learned and used.

Newman, Judith M. *Whole Language: Theory in Use.* Portsmouth, NH: Heinemann, 1985.

The author promotes the integration of reading and writing as tools for learning about the world and shows how whole language theory can be put into practice via a whole language curriculum.

Why should I teach reading and writing together?

Calkins, Lucy McCormick. *Lessons from a Child.* Portsmouth, NH: Heinemann, 1983.

(an excerpt) "... every time I go into classrooms now where writers are revising and conferring on their work, I am again reminded that writing and reading are inseparable.... Children had learned that after listening to a friend's story in peer conference, the first task was to reconstruct what they had learned from it. And so we watched first-grade writers, with text in hand, listening as a friend recited their stories, following along in the text to be sure no details had been forgotten and no information had been misconstrued."

Harste, Jerome, Carolyn Burke, and Vivian Woodward. *Language Stories and Literacy Lessons.* Portsmouth, NH: Heinemann, 1984.

The authors argue that writing allows children the opportunity to test their "growing understanding of storiness, of wordiness, of how one keeps ideas apart in writing, how the sounds of language are mapped onto written letters, of how one uses writing to mean more."

Indrisano, Roselmina, ed. *The Reading Teacher: The Reading-Writing-Thinking Connection.* Newark, DE: International Reading Association, 1986.

This special issue of The Reading Teacher (April, 1986) with guest editor Roselmina Indrisano contains a cluster of articles on reading, writing, and thinking. It is available as an IRA publication.

Why should I teach reading and writing together? (continued)

Berthoff, Ann E. *Forming/Thinking/Writing*. Portsmouth, NH: Boynton/Cook, 1981.

Berthoff posits her theory of reading and writing as acts of composing meaning and describes activities she uses to teach reading and writing, such as the "dialectical notebook."

Blackburn, Ellen. "Common Ground: Developing Relationships Between Reading and Writing." *Language Arts, 61* (April, 1984).

Blackburn examines the principles of the writing process, applies them to reading, and discusses the parallels found in invention, choice, discussion, revision, and publication.

Butler, Andrea, and Jan Turbill. *Towards a Reading-Writing Classroom*. Portsmouth, NH: Heinemann, 1984.

This book discusses ways in which the process approach to writing can be applied to the teaching of reading, and offers sensible classroom applications for the integration of reading and writing instruction. Butler and Turbill also outline the basic research on the integration of reading and writing instruction.

Fulwiler, Toby, and Art Young. *Language Connections: Writing and Reading Across the Curriculum*. Urbana, IL: National Council of Teachers of English, 1982.

Here are twelve essays and an annotated bibliography written by faculty of the Humanities Department of Michigan Technological University, which has developed a model curriculum in reading and writing across the disciplines.

Gambrell, Linda B. "Dialogue Journals: Reading-Writing Interaction." *Reading Teacher, 38* (February, 1985).

Gambrell describes dialogue journals that provide natural, functional experiences with both reading and writing. She suggests guidelines for both their classroom implementation and for teachers' responses to children's journal entries.

Gere, A.R., ed. *Roots in the Sawdust: Writing to Learn Across the Disciplines*. Urbana, IL: National Council of Teachers of English, 1983.

Using the metaphor of the nurse log, the fallen tree that provides a foundation for many varied plants, the authors of this collection of seventeen articles demonstrate that writing can be the foundation of learning in all the disciplines.

McVitty, Walter. *Getting it Together: Organizing the Reading-Writing Classroom*. Portsmouth, NH: Heinemann, 1986.

This book deals with various aspects of classroom organization: daily scheduling of the classroom, organizing space and materials within the classroom, contracting, peer tutoring, and curriculum development.

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Boynton/Cook, 1987.

The author details how (and why) to establish a classroom as a workshop for writers and readers, including descriptions of mini-lessons, classroom organization, record-keeping and evaluation procedures, and techniques for conferring with writers and readers.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1986.

Calkins turns to real classrooms to share the essentials of teaching writing. Broad sections explore how children change as writers as they grow from earliest school years to adolescence, writing conferences, teacher strategies, and modes of writing. The section devoted to the Reading-Writing Connection includes chapters on "Authorship: When Children Are Insiders, They Make Connections"; "Teaching the Reading Process"; "The Writing-Reading Workshop."

How can I teach reading and writing together?

Jensen, Julie M., ed. *Composing and Comprehending*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and National Conference on Research in English, 1984.

Nineteen essays about composing and comprehending, divided into three sections -- Defining the Relationship, Sampling the Research, and Learning and Teaching -- argue that the "more students use reading and writing together, the more they learn from them both." Contributors include Arthur Applebee and Judith A. Langer, Elizabeth Church and Carl Bereiter, Robert Tierney and P. David Pearson, and Sandra Stotsky.

Newkirk, Thomas, ed. *Only Connect: Uniting Reading and Writing*. Portsmouth, NH: Boynton/Cook, 1986.

Newkirk presents both a rationale for and classroom applications of uniting reading and writing. The contributing authors consider the necessary role of writing in reader response, the processes students go through as readers of their own writing, and how reading sparks writing.

Petersen, Bruce T., ed. *Convergences: Transactions in Reading and Writing*. Urbana, IL: National Council of Teachers of English, 1986.

This collection of essays related to the reading-writing connection is arranged under these general areas: "Becoming Readers and Writers"; "Reading and Writing as Social Activities"; "Using the Writing of Others"; and "Using Literature and Teaching Literacy." Contributors include Robert J. Tierney and Margie Leys, Deborah Brandt, Marilyn Sternglass, and Stephen Tchudi.

"Theme: Reading and Writing." *Language Arts, 60* (May, 1983).

This is a useful collection of essays focused on the theoretical relationships between reading and writing and the implications of these relationships for instruction. In general, reading and writing are viewed as constructive, transactional processes with specific communicative functions. Contributors include Kenneth and Yetta Goodman, P. David Pearson, Frank Smith, James Squire, Sandra Stotsky, and Robert Tierney.

Jaggar, Angela, D. Carrara, and S. Weiss. "Research Currents: The Influence of Reading on Children's Narrative Writing and Vice Versa." *Language Arts, 63* (March, 1986).

Teacher researchers examine how children's exposure to literature, their writing experiences, and classroom instruction interact to influence children's knowledge of, and ability to use, written language.

Wilson, Marilyn J. "A Review of Recent Research on the Integration of Reading and Writing." *The Reading Teacher, 34* (May, 1981).

Wilson reports on research that supports her argument that children learn to read and write in the same manner as they learn to speak, by forming hypotheses and testing them. Wilson indicates (1) that the processes of reading and writing must be taught integrally because of their mutual dependence upon each other and (2) that children's desire to make meaning must serve as a guide to instruction in those processes.

Shanklin, Nancy. *Relating Reading and Writing: Developing a Transactional Theory of the Writing Process*. Monograph in Language and Reading Studies. Bloomington, IL: School of Education, Indiana University, 1981.

Shanklin reviews recent research in composition, socio- and psycholinguistics, reading research, and discourse analysis. She explores implications for the writing process of her contention that reading and writing are constructive cognitive processes involving the same concepts.

Berthoff, Ann E. *The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers*. Portsmouth, NH: Boynton/Cook, 1981.

Berthoff presents a theory of imagination and demonstrates how this theory underlies and gives substance to a pedagogy for writing, reading, and thinking.

How can I teach reading and writing together? (continued)

DiYanni, Robert. ***Connections: Writing, Reading and Thinking.*** **Portsmouth, NH: Boynton/Cook, 1985.**

DiYanni provides a set of reading and writing questions and exercises that invite students to become active respondents in dialogues with the text, with one another, and with themselves.

The author stresses that reading, writing, and thinking are not separable skills, but activities of the mind that must be considered together.

Hansen, Jane. ***When Writers Read.*** **Portsmouth, NH: Heinemann, 1987.**

Hansen shows how recent approaches in the teaching of writing can be used in the teaching of reading. Students take responsibility for their own learning and gain a sense of control over their efforts.

Hansen, Jane, Thomas Newkirk, and Donald Graves. ***Breaking Ground: Teachers Relate Reading and Writing in the Elementary School.*** **Portsmouth, NH: Heinemann, 1985.**

Twenty teachers and teacher educators describe how process approaches to writing can be used successfully in the teaching of reading.

Moffett, James. ***Coming on Center: Essays in English Education.*** **Portsmouth, NH: Boynton/Cook, 1988.**

This revised edition of Coming on Center provides practical recommendations for specific ways of teaching reading and writing and shows both why some conventional means don't work and why change is worth undertaking.

Newkirk, Thomas, ed. ***To Compose: Teaching Writing in the High School.*** **Portsmouth, NH: Heinemann, 1985.**

Writers, teachers, and researchers have found that traditional advice offered students often bears little resemblance to the actual composing processes of writers. Writers do not write to rigid formats. Writers need readers, not correctors armed with red pens. These essays explore reading-writing connections and language across the curriculum.

Newkirk, Thomas, and Nancie Atwell, eds. ***Understanding Writing: Ways of Observing, Learning and Teaching K-8.*** **Portsmouth, NH: Heinemann, 1986.**

This collection of essays by teachers writing to teachers includes a section on Writing and Reading: "The Write Way to Read," by Flemming; "Writing and the Reading Response," by Callahan; "Young Writers as Critical Readers," by Newkirk; and "A Writer Reads, A Reader Writes," by Giacobbe. Contributors draw heavily on their own work, acting as observers of their own and their students' learnings rather than offering recipes for success.

Tway, Eileen. ***Writing is Reading: 26 Ways to Connect.*** **Urbana, IL: National Council of Teachers of English, 1985.**

This book offers the elementary teacher 26 ways to connect the teaching of reading and writing through the use of children's literature.

Further reading for the reading-writing connection

Several journals regularly contain articles relevant to the reading-writing connection. Some of these are:

- ***College Composition and Communication*** (for secondary schools) National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801
- ***College English*** (for secondary schools) National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801
- ***English Journal*** (for grades 6-12) National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801
- ***Language Arts*** (for K-8) National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801
- ***Computers and Compositions*** Michigan Technological University, Houghton, MI 49931
- ***Educational Leadership*** Association for Supervision and Curriculum Development, 225 No. Washington Street, Alexandria, VA 22314
- ***Journal of Basic Writing*** Instructional Resource Center, 535 East 80th St., New York, NY 10021
- ***The Quarterly***, National Writing Project and Center for the Study of Writing. Bay Area Writing Project, School of Education, University of California, Berkeley, CA 94720

If teachers and administrators want to use these new ideas, what can they learn from research about managing change and conducting effective staff development?

Loucks-Horsley, Susan, and Leslie Hergert. *An Action Guide to School Improvement*. Andover, MA: The NETWORK, Inc., 1985.

The authors describe a seven-step process for implementing new ideas in schools. Based on the findings of recent research, the steps range from initiating a project through planning for implementation through refining and maintaining it.

Loucks-Horsley, S., C. Harding, M. Arbuckle, L. Murray, C. Dubea and M. Williams. *Continuing to Learn: A Guidebook for Teacher Development*. Andover, MA: The Regional Laboratory, 1987. (ED 285837)

This guidebook describes the characteristics of effective staff development programs and a process for developing them. It discusses twelve different approaches that are alternatives to traditional inservice workshops, illustrating how they can be used to help teachers learn new knowledge and skills.

Hord, Shirley, William Rutherford, Leslie Huling-Austin, and Gene Hall. *Taking Charge of Change*. Austin, TX: Southwest Educational Development Laboratory, 1987.

This book describes the Concerns-Based Adoption Model (CBAM), a model for understanding the change process and designing strategies for implementation. Each dimension of the model is discussed, with examples of how it looks in practice and tools for managing the change process.

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